



STATE OF MICHIGAN STATE BOARD OF EDUCATION

POLICIES FOR CREATING EFFECTIVE LEARNING ENVIRONMENTS

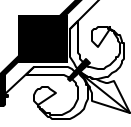

State Board of Education policies have sought to ensure that all children have the opportunity to meet state education standards. While we recognize children face physical, emotional, social, or cultural barriers to learning, schools can help overcome these and other obstacles by providing a safe and supportive learning environment.



While many factors, including quality of curriculum and teaching strategies are critically important to student achievement, student ability to achieve also is strongly influenced by the learning environment within every school building, school system, and community. The following policies supplement and bolster existing State Board of Education policies related to Character Education, Family Involvement, and Safe Schools. These policies also reaffirm the good work undertaken by teachers and administrators in these areas, and identify ways in which schools and communities can work together for the benefit of all children in Michigan.

POLICIES

We believe that schools and communities can promote educational success by fostering a healthy learning environment. Schools that are structured using a research-based approach, with support of learning as the primary goal, are most successful toward creating quality school environments. Further, quality schools stress responsibility for every adult and student member, foster family and community involvement, and provide appropriate resources for students and staff. **Therefore, it is the policy of the State Board of Education that public schools periodically assess their current learning environments and implement strategies to strengthen and maintain a positive learning climate.**

We recognize that a child's intellectual growth cannot take place without having met his or her basic physical needs. The curriculum for every child's preschool through high school experience should include the opportunity to participate in physical education. Every child should have the opportunity to maximize his or her own health through the knowledge and skills that are taught in these critical subject areas. **Therefore, it is the policy of the State Board of Education that public schools offer daily recess periods or periods of physical activity for all elementary and middle school students, and offer physical education programs that promote physical activities for all students, with accommodations for children who need them.**





We believe that a school's climate and environmental support for healthy behaviors must be in place so that what is taught in class is practiced in daily life. Reports from the National Centers for Disease Control and Prevention continue to cite regular physical activity, proper nutrition, and prevention of the use of tobacco as key factors toward improving overall health for children. Nutrition, for example, plays an important part in the learning process. Meals served in schools, whether breakfast or lunch, should be attractively prepared and presented and adhere to appropriate dietary guidelines for children. **Therefore, it is the policy of the State Board of Education that public schools help students and families make good health choices for lifelong benefit.**

We acknowledge that respect for all students and belief in the potential for success of each student by all members of a school staff are critical to student academic success. A respectful and caring climate makes it possible for students to feel safe and secure in school and enables learning to take place. This respect and caring must be communicated and practiced between administration and staff, among staff members, both professional and para-professional, and between staff and parents, as well as between staff and students and between student and student. **Therefore, it is the policy of the State Board of Education that public schools promote safe learning environments by ensuring that appropriate behaviors are modeled by staff and practiced by students.**

These Policies for Creating Effective Learning Environments are guidelines for local schools as they work to achieve positive learning atmospheres for all Michigan children. **These Policies shall also serve as the policy framework for the Department of Education, as well as programs in other state administrative agencies over which the State Board of Education possesses policymaking authority.** The State Board shall also use this policy framework to develop recommendations for the Legislature, the Governor, and state agencies; to formulate grant criteria; and to develop and implement other State Board programs, activities and policies. These Policies for Creating Effective Learning Environments shall be effective with the commencement of the 2000-2001 academic school year.

Adopted December 14, 2000

